DOCUMENT RESUME

ED 292 761 SP 029 953

AUTHOR Hallman, Clemens L.
TITLE Goals for Reflecting Cultural Diversity in Teacher Education.
PUB DATE Jan 88
NOTE 26p.; Paper presented at the National Conference on Recruitment and Retention of Minority Students in Teacher Education (2nd, Lexington, KY, January 17-19, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Cognitive Style; *Cultural Differences; *Equal Education; Higher Education; *Minority Groups; Minority Group Teachers; Preservice Teacher Education; Program Effectiveness; School Holding Power; Student Recruitment; *Teacher Education Programs; *Teaching Styles

ABSTRACT

In this presentation on how teacher education programs should reflect cultural diversity in order to attract and retain minority students, 10 premises are set forth on the needs and shortcomings of the present system of educating teachers. A discussion of goals for reflecting cultural diversity in teacher education programs emphasizes the necessity of empowering rather than disabling minority students, and considers ways in which the faculty can meet the needs of the students. It is suggested that knowledge of differences in learning styles and matching learning styles with compatible teaching styles has far-reaching implications for teacher education programs. An outline is given for implementing goals that reflect cultural diversity in teacher education programs. It is stated that, when equal educational opportunities are provided, the results will pay great dividends, enrich society, put a greater value on pluralism, and minorities will more willingly decide to participate in teacher education programs. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED292761

GOALS FOR REFLECTING CULTURAL DIVERSITY IN TEACHER EDUCATION

Dr. Clemens L. Hallman
College of Education
University of Florida
Gainesville, Florida 32611

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. L. Hallman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Second National Conference on Recruitment and Retention of Minority Students in Teacher Education.

January 17-19, 1988

University of Kentucky
Lexington, Kentucky 40506

SP 029 953

BEST COPY AVAILABLE

Introduction

Any presentation on diversity, particular cultural diversity, and how our teacher education programs should reflect cultural diversity requires a multiplicity of approaches, strategies and perspectives. Personally, I find it rather difficult to separate "reflecting cultural diversity" from some of the goals and objectives of multicultural education, interethnic studies, heritage language and cultural programs and so on.

One fact is clear: there is cultural diversity in the United States and that is a positive and enriching phenomenon. We are talking about "additive" pluralism as contrasted with "subtractive" pluralism. Perhaps, finally, we are growing up and are realizing that pluralism is healthy, and that ethnocentrism is not. There is more than one world view, and we can learn from each other. Such is what education should be all about.

In preparing for this presentation a whole world of ideas crossed my mind, such as: why have such a conference?, what is the problem?, what is reality like in teacher education programs (TEPs)?, why are there so many dropouts who are minorities?, and finally, why do we as trainers of prospective teachers resist change?

Initially I started out by making an outline of goals and objectives (operating with my left brain). Then I became reflective as to the reasons for listing such goals and objectives for reflecting cultural diversity in TEPs and became more global (right brain). So, I made a list of assumptions I'm calling "Premises," which are then followed by

goals and suggestions for implementing such goals.

Hopefully, what has resulted in what I intend to share with you here is the result of a "pluralistic brain."

Another consideration. There is so much that we could talk about and I only have 20 minutes. So, I hope that I have chosen some pertinent and useful data to share with you.

My presentation consists of the following four components:

A. PREMISES

B. GOALS FOR REFLECTING CULTURAL DIVERSITY IN TEPs

C. LEARNING/TEACHING STYLES AND STRATEGIES: IMPLICATIONS FOR TEP PROGRAMS

D. IMPLEMENTING GOALS THAT REFLECT CULTURAL DIVERSITY IN TEPs

E. CONCLUSION

Actually component C "Learning/Teaching Styles and Strategies: Implications for TEP Programs" should be a part of Goals Number 1 and 2. However, I have decided to treat it as a separate component (goal) in order to highlight its importance and devote a little more discussion to such topic. In actuality, it should assist in enabling the empowerment of minority students (Goal No. 1), and it should permeate Faculty and Student Development (Goal No. 2).

A. <u>PREMISES</u>

1. There is a lack of cultural diversity in TEP, at both the faculty and the student levels.

2. Given the fact that in many instances the school (K-12) is largely comprised of minorities, there is a need for more teachers of minority background who can serve as positive role models. In fact the trend leans toward

a drastic reduction of trained minority teachers. while minority students are predicted to comprise more than 30 percent of the U. S. public school population, only 5 percent of the teaching force will be members of minority groups by 1990. In Florida, by the year 2000, the K-12 student population is expected to be 50 percent or higher, while we are only producing 5-8 percent minority trained teachers (Florida Education Standards Commission, 1987, Reisler, 1988).

3. There is an overrepresentation of minorities assigned to special education, and the dropout rate for minorities far exceeds that of the Anglo/dominant majority group (Ortiz and Yates, 1983; Hallman and Fradd, 1983).

4. Our educational system has failed to translate "education equity" into reality, which is tantamount to a subtle form of institutionalized racism which permeates the structure of our educational system (Cummins, 1987; Suzuki in Goodlad and David, 1984).

5. The concept of equal educational opportunity has been tied to the concept of the common school. However, even when all students, of all ethnic and cultural backgrounds, attend in common, the education they receive is not common for everyone. Thus, while we verbalize about democracy, freedom and equality, the social structure of the school promotes values which are antithetical to such ideals (Goodlad and David, 1984).

6. In our attempt to "Americanize" and to assimilate people of all races, languages and cultures, cultural diversity is regarded, in the United States, from suspicion to a dangerous cancer which must be erradicated. This also applies to the preservation of an individual's primary non-English language, in addition to being fluent in English.

7. The pedagogy and assessment found in our schools, and in our teacher education porgrams, are predominantly based on dominant (Anglo) group values, and as such are discriminatory to members of the dominated (minority) groups.

8. Approaches and strategies for counseling, as well as intelligence and ability tests, are based on dominant group values. Counseling minorities, and across cultures, requires different perspectives, ones that are not soley based on monolithic and ethnocentric standards (Hallman and Campbell, 1983).

9. As a result of the above considerations, members of the non-dominant group have a sense of frustration, of not being wanted, of being always on the outside looking in, and of futility. When "they" "decide" to attend the dominant group's school they often drop out because of the above indicated considerations, to name a few.

10. There is a lot of (recent) data on how much we need to know about teaching. The third edition of the Handbook on Research in Teaching (Wittrock, 1986) as well the

NCATE REDESIGN (1985) address issues which should serve as underpinnings to TEPs. A considerable body of literature exists on varying learning and teaching styles, and how cultural and sociocultural perspectives affect how students learn and how faculty teach. Yet, its easier to take the "easy street" and teach the way we have been taught.

B. GOALS FOR REFLECTING CULTURAL DIVERSITY IN TEPs

GOAL NO. 1

EMPOWERING MINORITY STUDENTS

a. General Considerations

Minority students are "empowered" or "disabled" as a result of their interactions with schools and with society. Because our educational system reflects the patterns and values of society, they tend to disable minority students, just as minority communities are disempowered by their interaction with societal institutions. Basically, we're talking about the "Haves" (dominant cultural group) and "Have Nots" (dominated cultural group) wherein the dominant group makes the rules for all to follow.

Cummins (1987) has proposed that the interactions between the two groups are mediated by the implicit or explicit role definitions that educators assume in relation to four school variables. These variables reflect the extent to which:

1) minority students' language and culture are

incorporated into the institution's program,

2) minority community participation is encouraged as an integral component of the educational program,
3) the pedagogy promotes intrinsic motivation on the part of students to use language and experience actively in order to learn and to generate their own knowledge,
4) the assessment becomes an advocacy for minority students focusing primarily on the ways in which students' academic difficulty is a function of interactions within the institutional context rather than legitimizing the location of the "problem" within students.

Each dimension can be analyzed along a continuum, with on end reflecting an anti-racist orientation (which would require us to re-define our roles) and the other reflecting the more traditional Anglo-conformity (assimilationist) orientation. The overall hypothesis is that the latter orientation will tend to result in the disabling, both personal and academic, of the minority student (See Figure 1).

b. Pedagogy considerations

The traditional pedagogical model found in schools in the United States, especially at the university level, is that of "transmission" of knowledge. That is contrasted with an "interactive/experiential" model which focuses

SOCIETAL CONTEXT

MAJORITY GROUP ↔ MINORITY GROUP

ambivalent insecure minority group identity

EDUCATIONAL CONTEXT

EDUCATOR ROLE DEFINITIONS

	INTER CULTURAL ORIENTATION	ANGLO-CONFORMITY ORIENTATION
CULTURAL/LINGUISTIC INCORPORATION	Additive	Subtractive
COMMUNITY PARTICIPATION	Collaborative	Exclusionary
PEDAGOGY	Interactionist	Transmission
ASSESSMENT	Advocacy-oriented	Legitimization-oriented
	↓	↓
	EMPOWERED STUDENTS	DISABLED STUDENTS

FIGURE 1 Empowerment of Minority Students: A framework for Intervention (Cummins, 1987)

primarily on reciprocol interactions between teachers and students. The latter is seen as more appropriate for "collaborating" with minority students at the higher educational levels.

A central tenet of the interactive/experiential model is that "talking and writing are means of learning" (Bullock Report, 1975, p. 50). It's major characteristics (as reported in Cummins, 1979), in contrast to the transmission model are:

1) genuine dialog between student and teacher in both oral and written modalities,
2) guidance and facilitation rather than control of student learning by the teacher,
3) encouragement of student talk in a collaborative learning context,
4) encouragement of meaningful language use by students rather than correctness of surface forms,
5) a focus on developing higher level cognitive skill rather than factual recall,
6) task presentation that generates intrinsic rather than extrinsic motivation.

Basically, we are talking about approaches that empower students and encourage them to assume greater control over their own setting, their own learning, and who are motivated by their success to learn and to achieve more. They (minorities) then start to get the feeling that they too can achieve. Learning is thus viewed as an active rather than a passive process.

c. Assessment considerations

The heavy emphasis in this country on true-false and multiple choice type tests poses a problem for most immigrants and non-Anglo background students. Further, the use of standardized tests as the only source for the determination of achievement and of assessment is detrimental to minorities.

Despite legislation such as Public Law 94-142, the assessment process has remained, essentially, the same. Psychologists, teachers and university professors continue to test using their own, or standardized, instruments without considering the background of the student. If the student doesn't fit the standard, then he/she will be disabled.

An "advocacy" orientation on the other hand would broaden the conceptual basis for assessment by taking into consideration the student's language and cultural background, as well as his/her sociocultural environment. It would seek to assist learning, and to empower the student rather than to punish him/her because he/she does not conform to the dominant group standard. It would seek a variety of ways to promote learning utilizing a multiplicity of systems for the delivery of instruction.

d. A call for change

Changes in direction and in role function require:

1) that we first become aware of the disabling structures of our educational system, one that

is founded on the dominant cultural group; it necessitates much more on than a "bandaid" approach;

2) it necessitates a willingness to change and a commitment to action. Verbalization without action is not change.

3) it requires that communication with the dominant, as well as with the dominated cultural groups, reflect multicultural and pluralistic patterns of behavior, one that is not ethnocentric. Every time we behave we communicate, be it verbal or non-verbal.

If indeed we are serious about our teacher education programs reflecting cultural diversity, then one of our primary goals should be a re-thinking and re-structuring of our programs so that minority students are empowered and can function on an equal level with majority students, which means by the way, equality of status rather than a dominant-dominated structure.

GOAL NO. 2

FACULTY AND STUDENT DEVELOPMENT

Basically, as I see it the goals for any TEP in order to reflect cultural diversity in its program are those which are the goals of multicultural education, and include the following:

Students in TEPs should be helped to:

(a.) Develop positive feelings and perceptions

toward their own and other cultural groups.

(b.) Overcome ethnocentrism, and gain an understanding and appreciation of cultural pluralism and democracy.

(c.) Acquire knowledge of the historical and social realities of American society and of its educational system and structure in order to increase their understanding of inequalities in our schools and in society at large.

(d.) Learn how sociocultural factors influence learning and how to diagnose the learning styles and needs of students from different sociocultural backgrounds to maximize the academic and social development of every student.

Faculty members in TEPs should:

(a.) Acquire knowledge of various approaches to teaching, including those that utilize dialogical and cross-cultural techniques to enhance and personalize learning and to create a more democratic classroom environment.

(b.) Acquire the necessary knowledge and skills in human relations for effectively managing a classroom of students from diverse sociocultural backgrounds.

(c.) Help prospective teachers increase their academic achievement level in all areas, including basic skills, through the use of a multiplicity and a variety of instructional material and teaching approaches.

(d.) Help prospective teachers to internalize the fact that, teachers do not merely teach subjects, they teach people: or better, they facilitate student learning and the development of a positive self-concept in a pluralistic society.

Unless one wishes to maintain the status-quo, and explicity or implicity promote the disempowerment of minority students, one must be willing to realize that there is a deficiency problem in teacher education programs, and come to grips with the reality of the 1980's and of the years to come. One can no longer afford to ignore the cultural diversity that constitutes the essence, vitality and promise of this country. Not only should prospective teachers be adequately trained to empower minority students, but also those faculty members who train the prospective teachers should be trained in order to better serve the needs of this pluralistic society. Nothing short of such objectives will enable teacher education programs to retain minority students and to reflect cultural diversity in its program.

C. LEARNING/TEACHING STYLES AND STRATEGIES: IMPLICATIONS FOR TEP PROGRAMS

1. Problem

In TEPs we teach about cultural diversity, learning styles, and the need for diverse teaching strategies and programs to meet the needs of minority students. Few TEPs, however, actually practice what is taught. Most TEPs tend to reflect the traditional hierarchical organization of the universities with which they are

affiliated. Such an organization identifies the faculty as "superior," the transmittors of knowledge and the students as "inferior" the passive receptors of knowledge. This hierarchical approach, also reflected in the lecture format of most university courses, is a dominant group value characteristic. One effect of this emphasis on the lecture format is that minority students learning needs are rarely met.

If we are to truly reflect cultural diversity in our teacher education programs, then TEP faculty will have to learn how to teach to culturally diverse populations. Additionally, TEP faculty will have to learn how to teach TEP students how to learn by identifying and using the strategies and learning and teaching styles that are most appropriate for them.

What will be required, if minority student retention is to become a reality, is nothing short of a redefinition of role function for faculty and students, one that will enable them to enter into a functional/collaborative partnership. Unlike the traditional hierarchical approach to teaching and learning, the functional collaborative approach uses a horizontal interaction between teacher and student. The focus is less on roles and more on functions, shared power and responsibility, ongoing feedback, and greater involvement in decision-making by students. Thus, students, through active/collaborative learning and the development of requisite skills and knowledge,

will become colleagues with the teacher education faculty. By giving equal importance to TEP faculty and student roles, TEP faculty and students will work together to develop a program of mutual benefit and maximum practical value.

Several questions need to be asked for a functional/ collaborative approach to be developed that truly reflects the cultural diversity of TEP students:

a. How is cultural diversity reflected in students?
b. How is cultural diversity reflected in the faculty?
c. How is cultural diversity reflected in the institutional structure?
d. How must cultural diversity in faculty and the institution be augmented to better mirror the diversity students bring with them?

2. Faculty and institutional structures.

Most faculty are white/Anglo-saxon male. Even on faculities where female and/or minority professors are well represented, the white male faculty culture and experiences tend to dominate the institutional structures. The presence of this domination of values and culture is not the problem. The problem is rather the lack of awareness by the faculty--first, that such a world view exists, and second, if it is acknowledged, that the world view reflected in university organization and practices is not universal

and is not necessarily the only way. Rarely, if ever, is it acknowledged that the world view reflected in institutional structures is only one example of potential alternatives, that other equaly valid and perhaps more effective options exist. Yet without this acknowledgement, incorporation of students' cultural diversity into TEP programs will be difficult at best.

To illustrate, research and reports by Hallman (1985)--based on Kluckholn (1976) and Condon and Yousef's (1982) work on cultural values orientations or how group members define themselves in relation to their environment and other group members--synthesizing research in education, psychology and anthropology has documented the following general cultural orientations in the American educational system: 1) lecture format common, 2) individual accomplishments emphasized, 3) individuals compete for grades and recognition, 4) direct teaching preferred, 5) symbolic/abstract learning valued especially in high school and college, 6) coursework and curriculum organized linearly, and 7) non-guidance or the expectation that each person is responsible for his/her own language once the material or procedures have been presented. Contrast this type of educational system with one that values group cooperation, interdependence and interactive-experiential learning; is based on inductive or globally organized coursework and curriculum; and stresses facilitation of learning

by the teacher rather than individual responsibility. The implications for possible misunderstanding for students moving from the latter to the former are great, yet this is just what we expect many minority students to do when they enter American schools.

3. Students.

Students bring with them a variety of culturally diverse values. One primary way these values are reflected is in the wide variety of learning styles the students have developed as members of cultural groups interacting with their environments.

Mullally (1987) has classified this interaction into three primary groups when learning is required: understanding symbols, relating to people or social interaction, and reasoning patterns. These three groups are further subdivided into a total of 15 possible types of learning behaviors. Within any learning/teaching situation, only a fraction of the possible learning behaviors are facilitated.

In lecture, for example, listening/writing is the primary means for understanding symbols. While reading is used to decode symbols on overheads, listening is still the primary means for understanding what those symbols mean. In lecture the primary social interaction is authority centered. A professor lectures to the students or leads group discussion. Generally, definition or comparison/ contrast are the primary reasoning patterns used

to explain new concepts. Thus, is a lecture 4 or 5 of the possible 15 types of learning behaviors are facilitated. If students learn best by other behaviors, chances are that the lecture is the least effective way to teach them, merely the most efficient.

Research by Lawrence (1983) on personality type and teaching and learning styles supports Mullally's research. Lawrence found that teachers tend to teach the way they prefer to learn. As a result, the learning styles and needs of students different from the teachers tended to go unmet. These findings held true from kindergarten through the university, with the variety of teaching styles and strategies represented being reduced the higher one went in school. Goodlad (1984) also supported the reduction in variety of teaching styles. From the fourth grade on he found lecture to be the primary teaching style about 70% of the time. This figure increased in high school.

Implications of teaching and learning styles for faculty and students.

1) Faculty must become aware of their own cultural values and biases.
2) Faculty must become aware of how these values and biases are translated into teaching styles.
3) Faculty must become aware of their students learning styles.

4) Faculty must be taught different teaching styles and strategies in order to better meet the learning styles of their students.

5) Faculty must be taught how to teach students learning strategies appropriate to college learning. Chamot and O'Malley (1984), for example, identified 28 learning strategies students need to know to competently direct their learning in diverse teaching situations.

6) Faculty must be taught to analyze the cultural assumptions underlying teaching situations and the learning demands placed on culturally different learners (Tikunoff, 1985; 1986). By analyzing these demands, faculty can develop more appropriate and effective learning environments for all their students.

7) Faculty must learn how to help students analyze the learning environment and enable students to become active participants capable of directing their own learning process (Metacognitive strategies, Chamot and O'Malley, 1984). By enabling students to direct their own learning, faculty will be giving students the skills the students will need once they are teachers to analyze their own teaching styles and to enable their students to learn to direct their own learning.

One through seven above are based on the premise that students will never learn to meet the needs of culturally

diverse students if they are only told--via classroom lectures and discussions--how to do it. They need to learn by participating in the process themselves. Art Combs, (October 1983) Keynote Speech: Ph.Delta Kappan Homecoming Breakfast. Gainesville, FL: Gainesville Hilton. "Teachers teach the way they have been taught, not as they have been taught to teach." If we truly want to retain culturally diverse student teachers as well as graduate teachers who are capable of meeting the needs of culturally diverse students, then we must develop TEPs that are grounded in the philosophy and behaviors we want our students to value and to practice. Only be example, by actively meeting the needs of our students will we retain minority students through showing them respect for who they are and be welcoming them as colleagues and collaborators in the educational process. The choice is ours, as are the consequences.

D. IMPLEMENTING GOALS THAT REFLECT CULTURAL DIVERSITY IN TEPs

A. Establishment of a program that empowers minority students and that truly promotes equal educational opportunity (access, education and career opportunities).

B. Establishment of a support system

1. Institutional

a. Area and language centers

b. Interdisciplinary programs

c. Exchange programs for faculty, student and administrators

d. Forums, seminars that are student initiated and conducted

e. Heritage activities

f. Clearinghouse and resource center

Example: The Florida Education Standards Commission Report (1987) recommends the establishment of such a center " for the collection and dissemination of information on effective educational strategies and exemplary practices as they relate to minority language achievement" (page 4).

2. Community

a. Local, regional involvement in collaborative functions

b. Business and industry

3. Networking

a. Teacher education programs at other institutions

Example: Through the funding of a three year research and teacher training grant at the University of Florida (U.S. Department of Education), a new research-based prototype teacher training model was developed and refined for the training of teachers who teach limited English proficient students and students from minority groups. Such a model, known as the University of Florida Functional/Collaborative Training Model, has as one of its key elements networking with other institutions of higher education, school districts, ethnic and cultural organizations, parents and community agencies. Networking also involves university faculty members in other disciplines such as

area centers on and off campus.

b. Other colleges and programs in the same university
c. Community and business
d. Regional, state and national heritage associations and agencies
e. Professional organizations and agencies
f. Parents, extended family
g. State educaiton agency
h. Other departments within the college
i. Local and area schools
j. Community colleges

C. Assessment/Research

1. Internal and external assessment of recruitment and retention programs. This also involves the follow-up of TEP graduates in the field, in schools that have been "impacted" by minority students, and the determination of the degree of success of our teacher training programs relative to student achievement and empowerment. Such a follow-up is requisite to a continuous re-design of our TEP.
2. Feedback and re-design of recruitment and retention program and of pluralistic teacher education programs.
3. Engaging in on-going research of programs.
4. Continuous monitoring of programs.

E. <u>CONCLUSION</u>

My concerns are not only with the recruitment and retention of minorities in teacher education, but with the very nature,

attitude and structure of the educational system. Why would anyone that's not from the dominant cultural group, who made and still makes all the rules and on whose values the education structure is based (in concrete?) want to change colors and feel disabled?. The problem is the system; yet we tend to "blame the victim" and are dismayed relative to why they drop out or face severe adjustment problems.

We need to recruit and retain more minorities who can serve as positive role models for our nation's increasing non-dominant school age population. We must also however, and even perhaps more importantly, recognize that "our" model, pedagogy and assessment need to be much more sensitive to other cultural perspectives. And, the sooner we utlize what we already know about varying learning and teaching styles, and really provide equal educational opportunities, the sooner we can stop merely providing lip service to our democratic ideals. The results will pay great dividends, enrich society, value pluralism, and minorities will more willingly decide to participate in teacher education programs. In other words, let's concentrate on equity in our educational system first, the recruitment and retention of minorities should then increase.

While it is realized that there are other reasons for minorities not choosing teaching as a career, it is strongly felt that we need to make some basic changes in our educational system and in the message that we send to individuals from non-dominant cultural groups.

BIBLIOGRAPHY

Bullock Report (1975). A language for life: Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the chairmanship of Sir Alan Bullock. London: HMSO.

Condon, J. C. & Yousef, F. (1979). An introduction to intercultural communication. Indianapolis, IN: The Bobbs-Merrill Company.

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. Review of Educational Research, 49, 222-251.

Cummins, J. (1987). Empowering minority students (Teacher Training Monograph No. 5) Gainesville, FL: University of Florida Teacher Training Project for Bilingual and English to Speakers of Other Languages. (USDOE Grant No. G008402146).

Chamot, A. U. & O'Malley, J. M. (1984). Using learning strategies to develop skills in English as a second language. Focus 16. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Florida Education Standards Commission (1987). Minority teachers for Florida's classrooms: Meeting the challange. Tallahassee FL: State Department of Education.

Goodlad, J. I. (1984). A place called school: Prospects for the future. New York: McGraw Hill.

Goodlad, J. I. (1984). Introduction: The uncommon school. Education and Urban Society, 16, 3, 243-252.

Goodlad, J. I. & David, I. G. (eds.) (1984) The common school in a multicultural society (Special Issue). Education and Urban Society, 16, 3.

Hallman, C. L. (1985). Conceptualization of cultural values: Crosscultural taxonomy. Gainesville, FL: University of Florida Teacher Training Project for Bilingual and English to Speakers of Other Languages Teachers. (Unpublished paper)

Hallman, C. L. & Campbell, A. E. (1983). Cuban value orientations (Cultural Monograph No. 1) Gainesville, FL: Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors. (USDOE Grant No. G001812500).

Hallman, C. L. & Fradd, S. (1983). Implications of psychological research for assessment and instruction of the culturally different. Gainesville, FL: University of Florida Bilingual Multicultural Education Training Project for School Psychologists and Guidance Counselors. (USDOE Grant No. G001812500).

Kluckhohn, F. R. and Strodtbeck, F. L. (1976). Variations in values orientations. Westport, CT: Greenwood Press, Publishers.

National Council for the Accreditation of Teacher Education (1985). NCATE RE-DESIGN. Washington, D.C: NCATE.

Oakland, T. (ed.) (1977). Psychological assessment of minority children. New York: Brunner/Mazel.

Ortiz, A. A. and Yates, J. R. (1983). Incidence of exceptionality among Hispanics: Implications for manpower planning. NABE Journal 7, 41-54.

Reisler, M. (1988). Colleges need aggressive, inspiring leadership if they are to achieve genuine integration. The Chroncile of Higher Education (A Point of View) (January 20).

Silberman, C. E. (1970). Crisis in the Classroom. New York: Random House.

Suzuki, B. H. (1984). Curriculum transformation for multicultural education. Education and Urban Society, 16, 3, 294-322.

Tikunoff, W. J. (1985). Applying significant bilingual instructional feautres in the classroom. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Tikunoff, W. J. (1986). Developing student functional proficiency: A teachers' casebook, Part I. (Teacher Training Monograph No.2). Gainesville, FL: Teacher Training Project for Bilingual and English to Speakers of Other Languages Teachers). (USDOE Grant No. G008402146).

Wittrock, M. C. (ed.) (1986). Handbook of research on teaching (3rd edition). New York: MacMillan Publishing Company.